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ABSTRACT

One in a series of over 50 similar listings relating to handicapped and gifted children, the annotated bibliography contains 43 references selected from Exceptional Child Education Abstracts dealing with juvenile delinquency. References include texts, journal articles, and research reports dealing with such topics as delinquency causes, delinquency prevention, rehabilitation, behavior problems, identification, emotional disturbance, socially deviant behavior, psychotherapy, behavior change, counseling, and others. For each entry, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. (KW)

EDO 54271

JUVENILE DELINQUENCY

A Selective Bibliography

February 1971

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EC 038 820

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478 - 547	2.00		

ABSTRACT 10289

EC 01 0289 ED 017 095
Publ. Date 64
Roucek, Joseph S.
The Difficult Child.
EDRS not available

Descriptors: exceptional child education; etiology; handicapped children; psychological characteristics; gifted; children; language handicapped; reading difficulty; writing; emotionally disturbed; creativity; music; aggression; mathematics; delinquents; underachievers; memory; socially maladjusted; family counseling; educable mentally handicapped; problem children; educational problems; classroom techniques; class management

Consisting of 16 essays by specialists on problems which may make a child difficult, this book discusses etiological factors, characteristics, and how difficulties may be reduced. The following topics are considered--(1) The Creative Child by E.P. Torrance, (2) The Inattentive Child by I.W. Scherer, (3) The Child with Language Problems by N.R. Willey, (4) The Poor Writer by Emma Plattor, (5) The Poor Reader by D.L. Barnes, (6) The Slow Learner by B.M. Bradley, (7) The Precocious Child by S.J. Chavez, (8) The Aggressive Child by C. Felleman and A. Shumsky, (9) Children with Difficulties in Musical Growth by D.W. Jones, (10) The Severely Emotionally Disturbed Child by J.L. Bloom, (11) The Amathematical Child by R.M. Goff, (12) The Pampered Child by K.V. Lottich, (13) The Lazy Child by M.R. Karpas, (14) The Juvenile Delinquent by M. R. Karpas, (15) Poor Memory by C.J. Baer, and (16) Family Counseling and Socio-Emotional Problems by R.N. Lowe and L.L. Lovell. Each article includes a selective bibliography. This document was published by the Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016, and is available for $7.50. (DF)

ABSTRACT 10398

EC 01 0398 ED 019 784
Publ. Date 66
Stott, D. H.
Studies of Troublesome Children.
EDRS not available

Descriptors: exceptional child research; delinquency; behavior; emotionally disturbed; truancy; adolescents; children; delinquents; delinquency causes; delinquency prevention; delinquent identification; tests; delinquent rehabilitation; family environment; social workers; maladjustment; behavior problems; case studies (education); Scotland

Two studies are reported and their implications discussed. In the first study an attempt was made to avert delinquency in children (aged 12 and 13) by identifying the delinquency prone and treating a portion of them by family casework methods. Through use of the Delinquency Prediction Instrument and the Bristol Social Adjustments Guides, 33 children were selected and divided into three groups--(1) those whose families displayed one of 12 definite patterns of adverse child-parent relationships (15 children), (2) those whose families displayed elements of one of the patterns but not at a critical level (13 children), and (3) those whose families were apparently stable (five children). Case studies were made of each of the children. School Welfare Officers followed a plan of situational treatment of the subjects (relief from stressful situations to allow more effective therapy and personnel guidance). General conclusions from the case studies indicated that there was a high incidence of somatic-neural impairment (mostly of congenital origin), which under stressful conditions resulted in behavior disturbance. Cultural deviance, especially family disintegration, was also found to be a stressful condition. Results of treatment indicated that all five cases in group three ceased disruptive behavior, eight of group two's cases were successful (four other children were sent to approved schools and one was put on probation), and seven from group one were successfully treated (three others remained static, and five were removed from the home). Recommendations for treatment of behavioral problems include facilities for diagnosis, tutorial provision, residential schooling and industrial training, and leisure time provision. The second study dealt with 305 truants between 5 and 15 years of age. two controls were selected for each truant, and all were tested with the Bristol Social Adjustment Guides. Results indicated that truants suffer from ill health, temperamental instability, and severe maladjustment. After the two studies are reviewed, the wider implications of these studies, types of maladjustment, the law of multiple congenital impairment, and a general theory of human motivation are discussed. A bibliography lists 82 items. This document was published by the Humanities Press, Inc., 303 Park Avenue South, New York, New York 10805, and is available for $5.50. (RS)

ABSTRACT 10748

EC 01 0748 ED N.A.
Publ. Date Apr 69 132p.
Tod, Robert J. N., Ed.
Disturbed Children. Longmans' Papers on Residential Work.
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($2.00).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; delinquents; residential centers; therapeutic environment; psychotherapy; group living; adjustment (to environment); psychiatric services; communication (thought transfer); therapists; symbolic learning; individual needs; institutionalized (persons); child care; child welfare

Eleven reprints from British and American social work journals dated 1955 to 1966 consider care and treatment of disturbed children in residential centers. Areas discussed include therapeutic factors in group living, human relations in the institutional treatment of maladjusted and delinquent children, the natural history of detention, and feelings of children about being placed away from home. Also considered are therapeutic use of visiting in residential treatment, making adaptation to the needs of the individual child in a group, communicating with children, the process of symbolization among emotionally deprived children in a therapeutic school, runaway children from a residential setting, group therapeutic techniques for residential units, and the child care worker's view of psychiatric consultation in residential treatment. (RK)

ABSTRACT 10899

EC 01 0899 ED N.A.
Publ. Date 67 8p.
Peins, Maryann
Client - Centered Communication Therapy for Mentally Retarded Delinquents.
Rutgers University, New Brunswick, New Jersey, Douglass College
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N2 P154-61 May 1967
Based On A Paper Presented At The Convention Of The American Speech And Hearing Association (San Francisco, 1964).

Descriptors: exceptional child research; speech handicapped; mentally handicapped; speech therapy; delinquency; institutionalized (persons); adolescents; males; speech evaluation; speech handicaps; speech improvement; educable mentally handicapped; Robert Wood Johnson Speech and Hearing Clinic

Ten mentally retarded delinquent boys between 13 and 16 were involved in client-centered communication therapy at the Robert Wood Johnson Speech and Hearing Clinic. The boys resided in a state training school for delinquent boys in Jamesburg, New Jersey, and were sentenced for offenses such as school truancy, larceny, incorrigibility, arson, and habitual running away. They were all physically healthy with no gross motor defects or dysarthria. All had normal hearing as indicated by audiometric tests. Each boy was given a battery of psychological tests. Diagnostic speech evaluations were given at the beginning and end of therapy. Initially, the boys exhibited severe communication problems such as defective articulation, delayed language development, inadequate loudness, poor voice quality, rapid rate, and stuttering. The spontaneous speech of all was poor to fair in intelligibility; vocabulary was elementary. Therapy lasted from 1 to 19 months depending on each boy's parole status. Therapy sessions were given weekly and lasted for approximately 45 minutes. The program, based on client-centered therapy, was designed to aid the boys in obtaining maximum communicative effectiveness. The therapeutic relationship was a well structured one in which there was freedom within a well defined therapy framework. A portion of each

session was taped to facilitate self monitoring. At the end of the sessions clinical impressions indicated that this therapy situation resulted in varying degrees of speech improvement in communicative speech behavior and in articulation, intelligibility, rate, and loudness. (EB)

ABSTRACT 11058

EC 01 1058 ED N.A.
Publ. Date Feb 66 14p.
Balow, Bruce
The Emotionally and Socially Handicapped. Chapter VI, Education of Exceptional Children.
Minnesota University, Minneapolis
EDRS not available
Review Of Educational Research; V36 N1 P120-33 Feb 1966

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; identification; individual characteristics; incidence; delinquency; predictive measurement; social factors; academic achievement; educational programs; teaching methods; teacher education; research needs; administration; special classes; research reviews (publications)

Research papers on the emotionally and socially handicapped published in sources readily available to the professional workers are reviewed. Studies cited on identification and characteristics include incidence, case findings and predictive measures, social and psychological correlates, and school achievement. Works on educational provisions cover organization and administration, teaching methods and classroom operation, and long term effects of school related treatment. Also reviewed are papers on teacher education. Theory and needed research are discussed; a 79-item bibliography is provided. (JD)

ABSTRACT 11185

EC 01 1185 ED 027 672
Publ. Date 68 186p.
Quay, Herbert C., Ed.
Children's Behavior Disorders; An Enduring Problem in Psychology.
EDRS not available
D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey 08540 ($1.95).

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior; etiology; family (sociological unit); individual characteristics; disadvantaged youth; identification; behavior problems; delinquency; hyperactivity; medical treatment; drug therapy; research reviews (publications); reinforcement; curriculum; followup studies; parent child relationship; autism

Eleven papers, most of them with an experimental or empirical viewpoint, discuss childhood behavior disorders. R. Lapouse and M. Monk present an epidemiologic study of behavior characteristics; J. Roach and others describe sociopsychological characteristics of a child guidance clinic caseload; D. Peterson treats behavior problems of middle childhood; and H. Quay and others consider pupil personality patterns in special classes for the emotionally disturbed. The following topics are also explored: lower class culture as a generating milieu of gang delinquency, by W. Miller; recidivism, psychotherapy, and delinquency, by C. Franks; mothers as therapists for their children, by R. Wahler and others; reinforcement and behavioral deficits of autistic children, by C. Ferster; effects of Chlorpromazine on behavior and learning ability of hyperactive children, by J. Werry and others; curriculum and disordered behavior, by W. Rhodes; and a 30-year followup study on the adult psychiatric status of 150 subjects who had been childhood behavior problems, by P. O'Neal and L. Robins. (LE)

ABSTRACT 11217

EC 01 1217 ED N.A.
Publ. Date 66 291p.
Kvaraceus, William C.
Anxious Youth: Dynamics of Delinquency. Merrill's International Education Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($3.95).

Descriptors: exceptional child education; delinquency; student subcultures; taxonomy; youth; prediction; predictive measurement; school role; student characteristics; community resources; police; state programs; delinquency prevention; delinquency identification; delinquent rehabilitation; delinquents; socially deviant behavior; teachers; principals; superintendent role; urban schools; guidance personnel; teacher role; teacher evaluation; discipline; electronic classrooms; student reaction

Written for persons with professional interests in education, psychology, or sociology, as well as for concerned laymen, the book considers several elements of delinquency. After youth is described as in ferment and as a surplus commodity, cultural and national aspects of delinquency are discussed. The delinquent and delinquency are defined, and the effect of varying rule books on the definitions appraised. Psychodynamic aspects of delinquency and the cultural psychological issue are reviewed. Also treated are the assumptions and prerequisites involved in forecasting delinquency, the possiblility of constructing a reliable prediction scale, and the sharing of common characteristics among delinquents. The role of the school as a central agency is emphasized in chapters dealing with the following: the school and the realities of the subliminal curriculum, the large city school and the development of the socially inadapted, the superintendent as a top-level guide, the role of the principal, integration of the guidance team and the personnel worker's effectiveness, help for and from the teacher, the meaning of discipline in today's classrooms, the effect of the push-button classroom on students, and the measurement of teacher competencies. Also considered are the responsibilities of the state for community resources and the role of the police as a defense against delinquency. Delinquency prevention in nine other countries is evaluated; an international conference is reported; and a preview is given of what lies ahead for tomorrow's youth and tomorrow's citizens. (DF)

ABSTRACT 11288

EC 01 1288 ED 022 306
Publ. Date 66 511p.
Redl, Fritz
When We Deal with Children; Selected Writings.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; leadership; discipline; sex education; group therapy; adolescents; children

Espousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the current status of the children's field both clinically and educationally; a challenge to concepts and theories relating to the life-space interview, milieu therapy, improvement expectations, ego disturbances and support, and psychoanalysis and education; and a review of group therapy, including group emotion, leadership, contagion, shock effect, resistance to therapy, gang formation, group composition, discipline in classroom practice, and psychoanalysis and group therapy. Also included are advice to staff on relationship to children in observation of a group, interference versus noninterference in different situations, punishment, and handling of sex incidents and anger; and general comments on preadolescent, defiant, hyperaggressive, delinquent, and disadvantaged youth, as well as on camp life and sex education. Examples and recommendations are interspersed throughout the book and a list is provided of the author's publications from 1931 to 1965. (MK)

ABSTRACT 11575

EC 01 1575 ED N.A.
Publ. Date Dec 67 6p.
Graubard, Paul S.
Psycholinguistic Correlates of Reading Disability in Disturbed Children,
Yeshiva University, New York
EDRS not available
Journal Of Special Education; V1 N4 P363-8 Dec 1967

Descriptors: exceptional child research; delinquency; psycholinguistics; testing; teaching methods; retarded readers; reading difficulty; lateral dominance; visual perception; Illinois Test of Psycholinguistic Abilities; ITPA

Twenty-three children (aged 8 to 11, mean IQ 91.6) who had been placed by the court in residential treatment for antisocial behavior were studied to determine whether they would deviate in the reading part of the communication process and whether deviations could be predicted from a theoretical model. All were given the Illinois Test of Psycholinguistic Abilities, the Monroe Test of Auditory Blending, the Harris Test of Lateral Dominance, and the mazes on the Wechsler Intelligence Scale for Children. Results indicated that the subjects did deviate from normal communication processes. Most of the dificits were at the intergrational level and in the visual motor channel. The data thus suggested that the whole word method of teaching reading would be least effective and the phonics method would be most effective, and training to remedy deficits was recommended. (TL)

ABSTRACT 11583

EC 01 1583 ED N.A.
Publ. Date 49 134p.
Konopka, Gisela
Therapeutic Group Work with Children.
EDRS not available
University Of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 ($3.75).

Descriptors: exceptional child research; emotionally disturbed; delinquency; personality; counseling; group counseling; social workers; counseling programs; behavior change; changing attitudes; self control; self concept; individual characteristics; group relations; interpersonal relationship; sociometric techniques; social work; group activities; personal adjustment; emotional adjustment

Two projects, one with delinquent boys in an institution and one with emotionally disturbed adolescent girls in a child guidance clinic, were conducted using therapeutic group work methods. From 70 boys aged 11 to 20, 14 boys were chosen to meet voluntarily with a group worker. Games and materials were provided and the boys were encouraged to suggest activities and to talk freely. Narrative accounts were made of the 20 activity meetings. Two groups of five boys each also participated in discussion meetings in which they talked more directly about their problems. In one month the group relied less on formal controls and began to exercise some form of self control. Verbal release of tension and hostility led to insight into the causes of their own behavior. Six girls, aged 12 to 16, met 2 hours a week during the school year and 1 day a week in the summer with a group worker for 1 year. The girls participated in games, went on picnics, visited interesting places in the city, sang, talked, and had parties. Results of the program for three girls indicate that each made progress in interpersonal relationships, in self confidence, in decision making, and in understanding. Findings suggest the value of group therapy. Case histories of both boys and girls are provided. (RP)

ABSTRACT 11676

EC 01 1676 ED 029 412
Publ. Date 68 184p.
Jurjevich, Ratibor-Ray M.
No Water in My Cup; Experiences and a Controlled Study of Psychotherapy of Delinquent Girls.
EDRS not available
Libra Publishers, Inc., 1133 Broadway, New York, New York 10010 ($5.00).

Descriptors: exceptional child research; delinquency; psychotherapy; adjustment (to environment); institutionalized (persons); adolescents; females; personal adjustment; case studies (education); delinquent behavior; family environment; behavior problems; behavior change; followup studies; psychological testing; counselor attitudes

A group of 14 institutionalized delinquent girls received individual psychotherapy from one therapist who interviewed the girls, usually for 50 minutes twice a week for an average of 23 interviews. Fourteen control subjects received only the institutional training. Psychological and behavioral changes were compared using a behavior rating scale, six psychological tests, and a parole adjustment rating schedule. The therapy group showed improvement in behavior ratings by teachers and counselors and showed significant improvement on the following scales: psychopathic deviate; perception of socially desirable traits, schizophrenic trends; manifest anxiety; the anxiety factor; delinquency; tenseness; excitability; repression; emotional stability; alertness; friendliness; problem solving; hostility; assault; irritability; suspicion; verbal hostility; adequate perception; and distorted perception. The control group did not (p equals .05). The control group showed larger improvement on scales of suspiciousness and ego strength on the Minnesota Multiphasic Personality Inventory and deterioration on problem solving, realistic and inappropriate perception, guilt feelings and latent hostility. A followup study 2 years later showed trends toward better parole adjustment by the therapy group. Case summaries are presented for the subjects. (LE)

ABSTRACT 11793

EC 01 1793 ED 002 790
Publ. Date 60 110p.
Kvaraceus, William C.
Refinement of a Nonverbal Measure That Can Be Used with Nonreaders, Slow Learners, and Mentally Retarded Children.
Boston University, Massachusetts
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-015

Descriptors: exceptional child research; tests; delinquency; slow learners; mentally handicapped; intelligence tests; junior high school students; behavior development; adjustment (to environment); delinquent behavior; behavior rating scales; delinquent identification; delinquency prevention; KD Proneness Scale

Validation and refinement were made of the KD Proneness Scale, a nonverbal group measure of delinquency proneness. Subjects (2,000 junior high school students and 200 special class students) were shown 62 sets of pictures and asked to indicate which pictures they liked most and least. Behavioral adjustment data were gathered over a 30-month period by fieldworkers. The relationships between the prediction measure of pictures and the adjustment criteria were investigated; and the Scale was keyed on the basis of an item analysis of the subjects' responses compared with those of institutionalized delinquents. In addition, relationships between the Scale and the KD verbal scale and checklist were investigated. Since the Proneness Scale was not validated for each grade or for the various groups in the forecasting for norm-violating behavior, it was found not acceptable as a functionally useful instrument for delinquency prevention programs. (JL)

ABSTRACT 11938

EC 01 1938 ED N.A.
Publ. Date 66 135p.
Shaw, Otto L.
Youth in Crisis; A Radical Approach to Delinquency.
EDRS not available
Hart Publishing Company, Inc., 510 Avenue Of The Americas, New York, New York 10011.

Descriptors: exceptional child education; delinquency; residential schools; psychotherapy; behavior problems; emotional maladjustment; followup studies; nonprofessional personnel; instructional staff; discipline policy; self control; group living; educational programs; vocational interests; recreational activities; family background; case studies (education); school phobia; parent child relationship; sexuality; community relations

The program for delinquent boys at Red Hill, a boarding school in England, is described. Accepting boys between the ages of 11 and 16 and with IQ's of at least 130, the school combines the methods of psychoanalysis and guidance and interjects them into a domestic-community atmosphere. The staff is explained and results as of 1966 are given as follow: 67% permanently cured, 21% improved, and 10% not improved. Aspects of the program discussed include self government, student committees and student court, day to day living, academic activities, vocational preparation, and games and leisure. The case against corporal punishment is presented and the following topics are considered: family backgrounds, types and maladjustments, the delinquent and the obsessional child, truancy and school phobia, the establishment of relationships, and the importance of humor. Also treated are types of parents, attitudes toward sex, the role of religion, the influence of mass media, community relations, and the future. (IM)

ABSTRACT 12034

EC 01 2034 ED 003 087
Publ. Date 65 286p.
Lema, David E.
The Effect of Institutional Living on the Values of Mentally Handicapped, Delinquent, Adolescent Boys.
Syracuse University, New York, Research Institute
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-400
BR-5-8117

Descriptors: exceptional child research; mentally handicapped; delinquency; environmental influences; values; educable mentally handicapped; delinquent behavior; corrective institutions; institutional environment; Negro youth; comparative analysis; social values; males; adolescents; social relations

The social interaction in an institution was studied to determine its influence on value-belief preferences of members of a specific group. A sample of about 58 mentally handicapped, delinquent boys ranging in age from 12 to 16 years was selected. The selection was based on time in residence, intelligence scores, etiological classification, and socioeconomic level. Groupings were made for analysis as a total sample, and by institution, race, age, and time in residence. The instruments used to measure value-beliefs were the personal and impersonal values, ethical, moral, and social (VEMS). Results derived from analysis and comparisons showed that no significant differences were found in the value-beliefs of the subjects related to time in residence. The evidence also suggested that little emphasis is placed on teaching values in the institutions. Research is needed to generalize in specific aspects of the institutional environment. (RS)

ABSTRACT 20046

EC 02 0046 ED 027 663
Publ. Date 67 101p.
Cohen, Harold L. And Others
Case I: An Initial Study of Contingencies Applicable to Special Education.
Institute For Behavioral Research, Inc., Silver Spring, Maryland
Office Of Juvenile Delinquency And Youth Development (DHEW), Washington, D. C;
Federal Bureau Of Prisons, Washington, D. C.
EDRS not available
RD-65017;RD-66001
Institute For Behavioral Research, Inc., 2426 Linden Lane, Silver Spring, Maryland 20910.

Descriptors: exceptional child research; delinquency; behavior; reinforcement; building design; space utilization; classroom arrangement; offices (facilities); leisure time; recreational facilities; individualized instruction; adolescents; prisoners; rewards; behavior change; student attitudes; academic achievement; testing; inservice education; professional education; administration

Sixteen inmates of the National Training School for Boys who had a poor school history were involved in an educational program which utilized a specially created environment and reinforcement. Students participated in regular classes or worked on individual programed materials to earn points which could be spent in a variety of ways. A cottage basement was converted to provide administrative offices, testing rooms, a student study area, student offices, a store, a library, and a lounge. A score of 90% on an individual program or on pre- or posttests earned the student a point equal to one cent. Admission was charged to the lounge and library, for recreational material, for food, clothing, books, magazines, or other material, for renting student offices, and for entrance into courses. Increased academic achievement, amount of time spent in educational pursuits and in leisure time activities, and individual improvement of selected students are shown in figures and tables. Office rental, course registration, staff reports, objective measurement, and observations of student attitudes and behavior are also presented to support the conclusion of program effectiveness. Program success, an increase in educational behaviors, and improved attitudes led to the establishment of a second, lengthier project. (RP)

ABSTRACT 20117

EC 02 0117 ED N.A.
Publ. Date 66 12p.
A Program for the Education of Emotionally and Perceptually Handicapped Children.
Poudre School District R-1, Fort Collins, Colorado
EDRS not available
Poudre School District R-1, 317 South College Avenue, Fort Collins, Colorado 80521.

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; delinquents; perceptually handicapped; behavior problems; special programs; federal aid; program descriptions; homebound; psychoeducational clinics; special services; fort collins; Colorado; Elementary and Secondary Education Act Title III

The programs being carried out in Fort Collins, Colorado, under Title III of the Elementary and Secondary Education Act are described. One program serves emotionally disturbed children, aged 6 to 12, through psychological evaluation, psychiatric services, psychotherapy and counseling, occupational therapy, education, recreation, and parent group therapy. The second program, one of homebound instruction, serves children judged delinquent or severly emotionally disturbed who cannot control their behavior in the group program but who cannot be placed for specific treatment because of inadequate facilities. The educotherapy center, the third program, serves children who need specialized assistance for any of the following: unsatisfactory interpersonal relationships, inability to learn in regular classes, inappropriate behavior due to brain dysfunction, environmentally caused emotional disturbance, or lags in development without known cause. The three main functions of the center are re-education, remediation, and re-adaptation with the aim to return children to regular classes when they are functioning optimally. The following related points are touched on: parent counseling, inservice training, research, problems encountered, and program appraisal after 3 months of operation. (DF)

ABSTRACT 20160

EC 02 0160 ED 031 828
Publ. Date 69 367p.
Graubard, Paul S., Ed.
Children Against Schools; Education of the Delinquent, Disturbed, Disruptive.
EDRS not available
Follett Educational Corporation, Parkinson Division, 1010 West Washington Boulevard, Chicago, Illinois 60607.

Descriptors: exceptional child education; delinquency; disadvantaged youth; environmental influences; educational needs; adjustment (to environment); research methodology; psychoeducational processes; family relationship; reinforcement; school psychologists; delinquent rehabilitation; delinquency causes; teacher role; cognitive development; parent school relationship; teaching methods; behavior problems; incidence

Intended for college students and for teachers working with children who have not succeeded in school, the text presents research findings, brings concrete skills to the practitioner, and attempts to clarify approaches to the problems of the field. The chapters, by different authors, discuss the following topics: ecological management of the disturbing child; population and projections of the delinquent subculture; the social origins of delinquency; delinquency and the lateral boundary of the family; the school and delinquency and the children of the poor; parental involvement in the school; reasons for failure; goals of teaching; cognitive development and psychopathology in the urban environment; dimensions of problem behavior and educational programming; primer of behavioral research for teachers; the case for an active orientation of psychologists in schools; reinforcement principles used in treatment of nonreading in a culturally deprived juvenile delinquent; experiments with token reinforcement in a remedial classroom; teaching strategies and techniques for the education of disruptive groups and individuals; and a project to teach learning skills to disturbed delinquent children. (LE)

ABSTRACT 20188

EC 02 0188 ED 031 856
Publ. Date Apr 68 50p.
Behavior Disorders.
Council For Exceptional Children, Washington, D. C.
EDRS mf

From CEC Selected Convention Papers From The Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child research; emotionally disturbed; conference reports; delinquency; behavior change; reinforcement; counseling; preschool programs; self concept; aggression; abstracts

Selected papers on behavioral disorders include the following: aggression as an indicator for rehabilitative efforts by Herbert Grossman; the evaluation of differential low rate conditioning procedures on destructive behavior by Christine Walken; a modification for nondirective therapy by Robert V. Turner; Piaget, Skinner and a comprehensive preschool program for lower class children and their mothers by Norma Radin; techniques for behavior management by Roger Kroth; problems in self-concept research by Lee Joiner, Edsel Erikson and Richard Towne; and psychodynamic management procedures by Henry Fishel. Abstracts of articles treat these subjects: educational problems and issues for the juvenile offender by Garland Wollard; special education for addicted students by Herbert Rusalem; research on characteristics of teachers by John Mesinger; a report of desensitization and tutoring therapy by Daryll Bauer. This unit of reports is available in microfiche. (WW)

ABSTRACT 20217

EC 02 0217 ED N.A.
Publ. Date Feb 67 11p.
Eisenberg, Leon
A Treatment for Disturbed Children. A Follow Up Study.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 25-35, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; drug therapy; psychotherapy; neurotic children; hyperactivity; delinquency; thought processes; identification; learning characteristics

Studies on the treatment of emotionally disturbed children are reviewed. Results reported indicate the following: brief psychotherapy worked marked improvement in the behavior of neurotic children; hyperkinetic children showed little response to psychotherapy but improved when treated with a stimulating agent; and this same stimulating agent also improved the behavior of delinquent boys in a training school. Also summarized is ongoing research on symptom clusters of types of disturbed children and on the thinking process in the developing child. The role of psychiatry is discussed. (JA)

ABSTRACT 20334

EC 02 0334 ED N.A.
Publ. Date 65 212p.
Amos, William E., Ed.; Manella, Raymond L., Ed.
Readings in the Administration of Institutions for Delinquent Youth.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.75).

Descriptors: exceptional child services; delinquents; corrective institutions; administrative organization; institutional administration; committees; institutional facilities; educational programs; school orientation; institutional schools; vocational education; residential care; group living; recreational programs; religion; clothing; food; professional services; discipline; delinquent rehabilitation

A general philosophical statement regarding treatment oriented institutions for delinquent children is presented. Various authors discuss administrative organization; the role of committees in management; physical plant design and construction concepts and standards; the reception-orientation program; educational programs; cottage life; professional clinical services; and recreational, food, clothing, and religious programs. Also considered are the special problems of programing for the exceptional child, discipline and security, pre-release planning and the state agency as related to the juvenile institution. (KN)

ABSTRACT 20373

EC 02 0373 ED N.A.
Publ. Date Spr 69 11p.
Mulligan, William
A Study of Dyslexia and Delinquency.
EDRS not available
Academic Therapy Quarterly; V4 N3 P177-87 Spr 1969

Descriptors: exceptional child research; delinquency; dyslexia; perceptually handicapped; etiology; student evaluation; educational needs; learning disabilities; individual characteristics

A survey of 60 juvenile delinquents clearly indicated that most (80%) were reading below grade level. Dyslexia may have been a contributing factor in their delinquency. The article discusses the causes and symptoms of dyslexia followed by procedures. When a child is referred to the Sonoma County (California) Probation Department, a report is obtained from the school, and a medical history is obtained. If the case warrants further investigation, a recently developed screening test is administered; if problems are noted, parents are advised that learning difficulty is suspected, and further examination is recommended. A significantly large number of children who may have learning disabilities are being found in preliminary screening of children referred for delinquent tendencies. Four of 23 subjects reading below level were diagnosed as dyslexic while 19 had symptoms in common. At the present time, the schools do not have adequate funds to provide these children with needed educational services, although such school services would cost less than later rehabilitation in institutions after more delinquent behavior. (LE)

ABSTRACT 20397

EC 02 0397 ED N.A.
Publ. Date Dec 69 6p.
Graubard, Paul S.
Utilizing the Group in Teaching Disturbed Delinquents to Learn.
EDRS not available
Exceptional Children; V36 N4 P267-72 Dec 1969

Descriptors: exceptional child research; emotionally disturbed; delinquency; peer groups; reinforcement; behavior change; self directed groups; conformity; teaching methods

A group of disturbed, delinquent children were taught under three conditions. The group acted as its own control. Dependent variables were reading gains and appropriate classroom behaviors. Making rewards for all subjects contingent on each subject's behaving appropriately proved superior to giving rewards on a noncontingent basis. Giving group reinforcers for appropriate classroom behavior plus individual reinforcers for academic achievement proved to be the most efficacious. The group can be a powerful instrument in teaching disturbed delinquents. (Author)

ABSTRACT 20647

EC 02 0647 ED N.A.
Publ. Date Jun 66 10p.
Quay, Herbert C.
Dimensions of Problem Behavior in Children and Their Interaction in the Approaches to Behavior Modifications.
Illinois University, Urbana, Children's Research Center
National Institutes Of Health (DHEW), Bethesda, Maryland
EDRS not available
NB-07346-01
Kansas Studies In Education; V16 N2 P6-15 Jun 1966

Descriptors: exceptional child education; behavior; emotionally disturbed; delinquency; personality; neurotic children; psychosis; delinquent behavior; anti social behavior; behavior problems; conceptual schemes; behavior theories; teaching methods; reinforcement; behavior change

The classification of behavioral disorders is discussed; extreme behavior on one or more dimensions is suggested as characterizing the disturbed child. Necessary attributes of a classification system listed are objectivity, independence, obtainability from one or more than one kind of data, relationship to meaningful external criteria, and a basis in the statistically demonstrable covariance of the specific behavior traits which are said to form the dimension. The four

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8

orthogonal factorial dimensions described as accounting for most of the variance of the many behavior traits are the conduct disorder or unsocialized aggressive or psychopathic factors, the personality disorder or overinhibited or neurotic disturbed, the socialized or subcultural delinquent, and the inadequate or immature child. Implications of the conceptual scheme for behavioral modification and academic learning are suggested from research studies and theoretical speculation. A 23-item bibliography and a discussion follow the paper. (JW)

ABSTRACT 20678

EC 02 0678 ED N.A.
Publ. Date Mar 69 9p.
Skrzypek, George J.
Effects of Perceptual Isolation and Arousal on Anxiety, Complexity Preference, and Novelty Preference in Psychopathic and Neurotic Delinquents.
EDRS not available
Journal Of Abnormal Psychology; V74 N3 P321-9 Mar 1969

Descriptors: exceptional child research; delinquency; psychological patterns; psychological characteristics; emotionally disturbed; neurotic children; arousal patterns; stimulus behavior; motivation; anxiety; environmental influences; psychotic children; delinquents

The preference behavior of 33 psychopathic and 33 neurotic delinquent boys for novelty and complexity of stimuli under experimental conditions of perceptual isolation and arousal was investigated. Subjects were administered a questionnaire type anxiety scale, a preference for complex stimuli test, and a preference for novel stimuli test. Next, subjects were randomly assigned to individual 40-minute experimental conditions of perceptual isolation, relatively intense arousal, or a neutral control condition. Immediately following the experimental conditions, subjects were administered posttests of anxiety, complexity, and novelty preference. Results showed that there was a significant negative correlation between novelty preference and anxiety level; the psychopathic delinquents had significantly lower pretest anxiety and significantly higher novelty and complexity preference scores; after perceptual isolation, psychopathic delinquent increased their complexity preference significantly more; and, after arousal, psychopathic delinquents did not shift scores while neurotics significantly increased anxiety scores and decreased complexity preference scores. (Author/LE)

ABSTRACT 20778

EC 02 0778 ED N.A.
Publ. Date Jan 70 8p.
Rice, Ruth Dianne
Educo-Therapy: A New Approach to Delinquent Behavior.
EDRS not available
J Learning Disabilities; V3 N1 P16-23 Jan 1970

Descriptors: exceptional child research; delinquency; educational therapy; learning disabilities; behavior change; remedial programs; self concept; social development; behavior problems; reinforcement

Ten delinquent girls who were appraised by a group of several educators as having learning disabilities and/or behavior disturbances participated in an intensive intervention program for 3 months. The treatment included three phases or progressive levels: behavioral modifications through conditioning and reinforcement (primarily through the use of oral and emotional gratification); remedial education procedures; and improvement of self concept and social integration through an enriched cultural-social-personal improvement program. Results showed improvement in the language and reading performance of nine subjects on a posttest of the Gates Reading Survey (gains ranged from 2 months to 13 months in grade level). Full scale scores on the posttest of the WISC were raised from one to 17 points. Improvements in personal appearance, social interaction, attitudes toward authority, and hostile behavior were noted and described in staff reports. (RD)

ABSTRACT 20783

EC 02 0783 ED 029 341
Publ. Date Aug 68 104p.
Wallace, Glen K.
A Cooperative Program for the Alleviation of Juvenile Behavior Problems. Final Report.
Oklahoma State Department Of Education, Oklahoma City
Department Of Health, Education And Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; community agencies (public); cooperative planning; cooperative programs; counseling effectiveness; counseling instructional programs; delinquency prevention; experimental programs; secondary school students; teamwork; attitudes; attendance

A multiagency approach to provide intensive counseling services for pupils with behavior problems in grades 7 through 12 was used in the 3-year project. The cooperating agencies were the public schools, Juvenile Court, Vocational Rehabilitation Division, and the Department of Public Welfare of Tulsa, Oklahoma. The 171 selected students were enrolled in a supervised study course one hour of the school day which provided special group and individual counseling. A matched control group remained in the regular curriculum with the usual counseling services available to them. Attendance, grade point average, attitude, school offenses, and court referrals were the variables used to evaluate the project. Statistical analysis showed only a small difference in the number of school offenses for the experimental and control groups. This lack of objective findings in support of the project was suggested to be due to an unequal matching of groups and the use of variables not sensitive enough to measure change occurring. The staff of the project reportedly agreed on the effectiveness of agency coordination. (NS)

ABSTRACT 20884

EC 02 0884 ED 028 581
Publ. Date 68 257p.
Korn, Richard R., Ed.
Juvenile Delinquency. Selected Studies in Social Problems.
EDRS not available
Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003 ($2.95).

Descriptors: delinquency; behavior problems; delinquency causes; institutional environment; case records; juvenile gangs; group dynamics; crime; slum environment; delinquent behavior; socially deviant behavior; autobiographies; drug abuse; race relations; family problems; disadvantaged youth

Excerpts from eight books present material on juvenile delinquency. Included are selections from the following: Wayward Youth by August Aichhorn, The Gang by Frederic M. Thrasher, The Jack-Roller by Clifford R. Shaw, Street Corner Society by William Foote Whyte, Children Who Hate by Fritz Redl and David Wineman, The Addict in the Street by Jeremy Larner and Ralph Tefferteller, Manchild in the Promised Land by Claude Brown, and Rivers of Blood, Years of Darkness by Robert Conot. (RP)

ABSTRACT 21398

EC 02 1398 ED N.A.
Publ. Date Dec 69 4p.
Ferrell, C. Richard And Others
Influence of a Therapeutic Community on Behavior and Adjustment of Defective Delinquents.
EDRS not available
Mental Retardation; V7 N6 P6-9 Dec 1969

Descriptors: exceptional child services; delinquency; mentally handicapped; rehabilitation; therapeutic environment; followup studies; behavior change; adjustment (to environment)

To assess the effectiveness of a therapeutic program on the behavior of institutionalized delinquents, analyses were performed on the movement of patients before and after the program and on patient participation in ward group meetings. The program's basic aspects were an assumption of the responsibility and rationality of the patients, patient responsibility for his own actions, decision-making by patients, open communication between patients and staff, and flexibility in the role system. The evidence suggests that the program was largely successful in that a majority of the patients improved in adjustment and more socially acceptable behavior. (JM)

ABSTRACT 21459

EC 02 1459 ED 034 337
Publ. Date 69 224p.
Szurek, S. A., Ed.; Berlin, I. N., Ed.

The Antisocial Child, His Family and His Community. The Langley Porter Child Psychiatry Series--Clinical Approaches to Problems of Childhood, Volume 4.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: exceptional child services; anti social behavior; psychotherapy; delinquent rehabilitation; psychiatric services; delinquency; behavior problems; behavior development; psychological patterns; behavior change; juvenile courts; youth agencies; mental health programs

Eighteen papers consider the antisocial child. The genesis of his behavior is discussed in terms of psychopathic personality trends, acting out, and sexual disorders; emotional factors in the use of authority and the contribution of controls to corrective learning are discribed. Efforts at psychiatric treatment are reviewed with reference to clinical and psychotherapeutic work with delinquents, aspects of glue sniffing, and relations between referring sources and child guidance clinics. The roles of the courts, other agencies within the legal structure, and child psychiatrists are treated; also treated are aspects of mental health consultation to community agencies and schools. (JD)

ABSTRACT 21567

EC 02 1567 ED 022 806
Publ. Date Aug 67 21p.
Wattenberg, William W.
Deviancy and the Disadvantaged.
EDRS mf,hc
Paper Presented At The Conference On The Disadvantaged (University Of Wisconsin, Milwaukee, June 8-9, 1967).

Descriptors: behavior patterns; counseling; delinquents; disadvantaged youth; economic disadvantagement; group behavior; group counseling; hostility; lower class; middle class norm; neurologically handicapped; rehabilitation; school environment; social attitudes; social differences; socially deviant behavior; teacher attitudes

This conference paper points out that there are different patterns of social deviancy among the various socioeconomic classes, and remedial treatment must take this class differential into account. For example, practitioners should be aware that there is a greater incidence of brain damage among children from impoverished families, and that lower-class deviancy is more aggressive and blatant than middle-class deviancy. Much of the hostility of disadvantaged youth stems from their subordinate, marginal role in society. Since these youths tend to function best in groups, therapy or counseling might be most effective in a group situation. Moreover, in the remediation process a preconceived notion of how children should act serves a self-fulfilling prophecy and hinders successful treatment. Educators and social practitioners should have a specific understanding of the disadvantaged child and actively realize that poverty contributes heavily to the deviancy which exists among members of the lower class. Reactions to this conference paper are included. (DK)

ABSTRACT 21813

EC 02 1813 ED N.A.
Publ. Date Apr 70 8p.
Tarnopol, Lester
Delinquency and Minimal Brain Dysfunction.
EDRS not available
Journal Of Learning Disabilities; V3 N4 P200-7 Apr 1970

Descriptors: exceptional child research; delinquency; minimally brain injured; learning disabilities; intelligence quotient; culturally disadvantaged; minority groups

To determine if delinquent school dropouts from minority group ghettos contained a higher percentage of brain dysfunction than the total population, 102 male subjects were studied. Full results have not yet been analyzed, but preliminary indications are that 39% had significant difference between verbal and performance IQ scores; 58% were reading below the sixth grade level; the mean grade of dropout was 10.5; 64% were below sixth grade level on understanding directions; and most of their visual motor problems were related to visual motor integration and motor coordination. Early indications seem to support the conclusion that the minority group has a significant degree of minimal brain damage related to learning disabilities. (JM)

ABSTRACT 22083

EC 02 2083 ED 024 089
Publ. Date Apr 68 210p.
Benning, James J. And Others
Delinquency Prone Youth: Longitudinal and Preventive Research.
Wisconsin State Department Of Health And Social Services, Madison
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; delinquency; achievement; delinquent identification; grade 4; programed tutoring; remedial reading programs; student adjustment; student behavior; aggression

The first two phases of the EAU Claire County Youth Study were concerned with the relationships between classroom behavior and various facets of the child's family life. Phase II took the form of a major longitudinal evaluation of the relationships among classroom aggression, social adjustment, subsequent academic achievement, and juvenile delinquency; and an exploratory pilot study of the effects of a tutored remedial reading program upon the academic achievement and psycho-social adjustment of fourth-grade children regarded as classroom aggressors in the third grade. The results of the longitudinal study suggest that the best prediction of delinquency and other behavior problems could be made with a combination of teacher nominations and Glueck scale assessments. Some 13 experimental subjects (Ss), identified as delinquency prone and retarded in reading, participated in the six-month pilot program. Statistical analyses of the data showed no significant differences between the experimental and a control group in amount of change in reading achievement, school behavior, social adjustment, self-concept, or anxiety. Although no significant differences emerged, the pattern of these changes favored the experimental group. (IM)

ABSTRACT 22092

EC 02 2092 ED N.A.
Publ. Date 64 244p.
Aichhorn, August
Delinquency and Child Guidance: Selected Papers. Menninger Clinic Monograph Series Number 15.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($5.00).

Descriptors: exceptional child education; delinquency; guidance; guidance counseling; guidance personnel; psychotherapy; behavior problems; reinforcement; juvenile courts; disadvantaged youth

The collection of papers includes discussions by Aichhorn regarding education in training schools, the problems of wayward youth, the juvenile court system, and reward and punishment in education. An analysis of child guidance techniques covers the relationship to the parents, the worker as a libidinal object, the establishment of libidinal relations, the influence of parents, psychoanalytic assistance during the guidance period, therapeutic results of questioning, establishing a positive transference, the child's need for support and tenderness, the unconscious need for a paternal authority, transference in cases of neurotic delinquency, and the narcissistic transference of the juvenile impostor. Also considered are the topics of the education of the unsocial and new attitudes toward delinquency. (JM)

ABSTRACT 22202

EC 02 2202 ED 037 854
Publ. Date 69 52p.
File-Y:35-83:0; A Plan for the Youthful Mentally Retarded Offender.
South Carolina Department Of Mental Retardation, Columbia
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; delinquents; program planning; delinquent rehabilitation; identification; juvenile courts; state programs; delinquency prevention; in-service education; police; interagency coordination; rehabilitation programs; rehabilitation centers; special services; testing; evaluation; program improvement; South Carolina

The problem of the youthful mentally retarded offender was studied and a plan devised to meet it. Recommendations called for special units for retarded offenders, placement as retardates rather than delinquents, periodic evaluation of the individual's rehabilitation program, and coordination of followup services. Further recommendations concerned development of a state system of detention-evaluation centers and of programs to identify and evaluate handicaps in offenders and to utilize local resources in care and treatment. A statewide system of juvenile courts was also proposed along with the following preventive measures: inschool testing and special placement, inservice training for professionals, interagency coordination, juvenile police divisions or officers, and agency-police cooperation. (JD)

ABSTRACT 22348

EC 02 2348 ED N.A.
Publ. Date 70 272p.
Von Hilsheimer, George
How to Live with Your Special Child--A Handbook for Behavior Change.
EDRS not available
Acropolis Books, 2400 17th Street, N. W., Washington, D. C. 20009 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; delinquents; behavior problems; behavior change; medical treatment; communication (thought transfer); tactual perception; perception; psychokinetics; Green Valley Residential School

The handbook presents techniques for behavior change in delinquent, emotionally disturbed, and non achieving adolescents. Written in a straightforward style, the text discusses physical and developmental needs, the importance of psychokinetics (including descriptions of a large number of exercises and contact suggestions), the integration of perception, motor communication, and words, reducing abstraction in language, learning and relearning, self awareness through talking, techniques for controlling symptoms, elimination of fears, and tactics in operant conditioning. Appendixes contain descriptions of the Green Valley institute, diagnostic categories, danger signs, materials sources, lesson plans, reading program descriptions, hints for volunteer workers, a test series, Green Valley medical procedures, and a history of Humanitas. (JM)

ABSTRACT 22485

EC 02 2485 ED N.A.
Publ. Date 70 340p.
James, Howard
Children in Trouble.
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($6.95).

Descriptors: exceptional child research; delinquency; corrective institutions; prisoners; family relationship; social responsibility; peer relationship; rehabilitation programs; youth problems; educational needs; penal reform

The problems of juvenile delinquency and its correction are discussed. Areas of concern are descriptions of typical delinquent cases, juveniles who are jailed, police relationships, court decisions, probations, and various types of children's prisons. Also detailed are the problems involved in investigating conditions, the needs for after-care, parental influences, peer influence, modern American values, community and school responsibility, the problems inherent in the welfare system, the need for self-esteem and helpful attention, a study of four community programs, and suggestions for improvement on the individual level. The text is composed of a series of newspaper articles. (JM)

ABSTRACT 22605

EC 02 2605 ED N.A.
Publ. Date May 68 7p.
Cozad, Robert; Rousey, Clyde
Hearing and Speech Disorders among Delinquent Children.
EDRS not available
Corrective Psychiatry And Journal Of Social Therapy; V12 N8 P250-7 May 1968

Descriptors: exceptional child research; aurally handicapped; speech handicapped; communication problems; delinquency; corrective institutions; audiometric tests; articulation (speech); incidence

A survey of hearing and speech disorders was conducted in two Kansas institutions for delinquent youth to determine if there is a higher incidence of hearing and speech disorders among delinquent than among nondelinquent children. Procedures used for testing both the hearing and speech survey included the individual pure tone sweep check and the Templin-Darley Screening Test of Articulation. Results showed more than five times the normal incidence of hearing disorders. The presence of only sensory neural and mixed hearing losses may reflect the lack of physical care received by this group during their earlier childhood. Nearly twelve times the normal incidence of all categories of speech disorders were found. The proportion of girls with speech disorders was as great as boys, in contrast to the nondelinquent population where boys tend to have more speech problems by a 2 to 1 factor. The need for treatment of speech and hearing problems of the delinquent is emphasized. (GD)

ABSTRACT 22954

EC 02 2954 ED N.A.
Publ. Date 70 4p.
Pfeil, Mary Pat
It's Hard to Come Back.
EDRS not available
American Education; V6 N5 P3-6 Jun 1970

Descriptors: exceptional child education; delinquency; delinquent rehabilitation; counseling; special programs; Elementary and Secondary Education Act Title I

A liaison teacher program, serving 100 teenage parolees, is described. Its staff consists of three liaison teachers, who formerly taught at corrective institutions, and two guidance counselors. At the end of the program's first year, return rates to the institutions dropped around 25 percentage points. (JD)

ABSTRACT 23267

EC 02 3267 ED N.A.
Publ. Date 66 434p.
Wattenberg, William W., Ed.
Social Deviancy Among Youth: The Sixty-fifth Yearbook of the National Society for the Study of Education, Part 1.
National Society For The Study Of Education, Chicago, Illinois
EDRS not available
Distributed By The University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($5.50).

Descriptors: exceptional child education; delinquency; socially maladjusted; delinquency prevention; delinquent identification; delinquent rehabilitation; curriculum; work experience programs; emotionally disturbed; special classes; males; females; teacher education; sociology; personality; school community relationship; public schools

Major developments in thinking, research, and programs influencing efforts dealing with social maladjustment are summarized, with emphasis on developments pertinent to the work of educators or the design of school programs. Topics include a review of trends; background, types, and significance of deviancy; sociological perspectives; personality; special problems of boys and girls; early identification and prevention; curriculum; school community relations; work experience programs; special classes for children with social and emotional problems; programs for girls; rehabilitation programs; and education of teachers for emotionally disturbed and socially maladjusted. (MS)

ABSTRACT 23344

EC 02 3344 ED N.A.
Publ. Date 58 32p.
Kvaraceus, William C.
Juvenile Delinquency. What Research Says to the Teacher.
National Education Association, Department Of Classroom Teachers, Washington, D. C.
EDRS not available
National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.

Descriptors: exceptional child education; delinquency; delinquent behavior; school role; identification; teacher role; delinquency prevention

An overview of research material on juvenile delinquency, this booklet also utilizes opinions and recommendations of experts. Both the legal and clinical views of delinquents are presented. Delinquent and quasi-delinquent behavior are distinguished; three subdivisions of delinquents are given; and differences between delinquents and nondelinquents

are discussed. School factors precipitating delinquency, favorable school conditions, and the school's role in preventative programs are presented. Two checklists are included: 18 indications of delinquency proneness and a 65-item inventory of teacher competencies crucial in dealing with predelinquent and delinquent students. (RK)

ABSTRACT 23349

EC 02 3349 ED N.A.
Publ. Date Mar 66 72p.
McNickle, Roma K., Ed.
Demonstration Programs in Education for Work in Juvenile Corrections. Final Report on a WICHE Juvenile Delinquency Program.
Western Interstate Commission For Higher Education, Boulder, Colorado
EDRS not available
Western Interstate Commission For Higher Education, University East Campus, Boulder, Colorado 80302.

Descriptors: exceptional child services; delinquency; personnel; professional education; corrective institutions; delinquent rehabilitation; demonstration programs; rehabilitation programs; program evaluation; cooperative programs; staff improvement; Western Interstate Commission for Higher Education

Presented are papers and discussions from an evaluation institute of the Western Interstate Commission for Higher Education (WICHE), which has been promoting programs involving University faculty and persons in practice in corrections designed to improve the West's handling of juvenile delinquency and corrections. Three types of training demonstrations used in various states which provided consultation, training seminars, and stimulating continuing education for those who work with troubled youth are reported on by participating experts from various disciplines in correction work. The achievements and shortcomings of the faculty traveling team and the summer faculty placement in isolated correctional institutions are assessed, and an account of the continuing education seminars is given. (WW)

ABSTRACT 23489

EC 02 3489 ED 016 106
Publ. Date Aug 66 157p.
Karnes, Merle B., And Others
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report.
Champaign Community Unit IV Schools, Illinois
EDRS mf,hc
VRA-RD-1075

Descriptors: exceptional child research; mentally handicapped; slow learners; prevocational education; student rehabilitation; disadvantaged youth; vocational counseling; vocational adjustment; dropout prevention; delinquency prevention; work study programs

It was hypothesized that 91 slow learners from low socioeconomic status homes, in a carefully designed two-year vocationally oriented educational program with prevocational counseling, would show achievement superior to that of a matched control group enrolled in a regular educational program. Data were collected from school records, interviews, case studies, psychological tests, and Division of Vocational Rehabilitation records. The experimental subjects had significantly better attendance, fewer school dropouts, and made a better vocational adjustment than the control group. There was no significant difference between the two groups in social and emotional adjustment. Achievement test scores for the tool subjects of arithmetic, reading, and spelling showed no significant differences between the two groups in amount gained. Some implications for program implementation were that specially trained administrative and teaching personnel should be employed for this kind of program, the ratio of teacher to youth should be no greater than one to 20, and the curriculum should be functional, individualized, and vocationally oriented. A review of related literature, a complete program description, and recommendations for further research and programing are included. (ET)

ABSTRACT 23582

EC 02 3582 ED N.A.
Publ. Date Jul 63 8p.
Rousey, Clyde L.; Averill, Stuart
Speech Disorders Among Delinquent Boys.
National Institute Of Mental Health, U. S. Public Health Service
EDRS not available
MSP-17580
Bulletin Of The Menninger Clinic; V27 N4 P177-84 Jul 1963

Descriptors: exceptional child research; speech handicapped; delinquency; incidence

Evaluation of the speech of 165 delinquent boys indicated an unusually high incidence (about 60%) of speech disorders, including articulation, voice quality, and stuttering. It was thus suggested that rehabilitation include attention to speech disorders and needed therapy. (RD)

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